

Our curriculum:



- Nurtures our interests, individuality and independence
- Connects our ideas through conversation, questioning and challenge
- Gives us a sense of pride in what we are doing, learning & achieving
- Gives us the freedom to explore & investigate
- Inspires us to take risks, make mistakes & solve problems
- Expands our learning beyond the classroom
- Guides our learning towards a purposeful outcome that is relevant to our lives

Curriculum Intent



At Bowling Park, we believe that:



Learning is a change to long term memory

Broad and balanced curriculum

Wide breadth of study

Ambitious body of semantic and procedural knowledge

Learning is a change to long term memory

Episodic

- Memory for specific events that you have experienced
- Just happen-no effort

Procedural

- Like riding a bike and handwriting
- Lots of practise and repetition

Semantic

- Knowledge learnt over many interactions
- Takes effort

What do we mean by knowledge?

Information

What do you want pupils to learn about a specific subject?

These are the facts that you directly teach about a specific subject.

e.g. Google

Knowledge

What do we want pupils to do with the information we have taught them?

These are the skills that we should incorporate into daily teaching.

Creativity

How do pupils apply the information and knowledge they have learnt to a real life context?

These are experiences and opportunities we provide to enable pupils to express their knowledge.

What do we mean by knowledge?

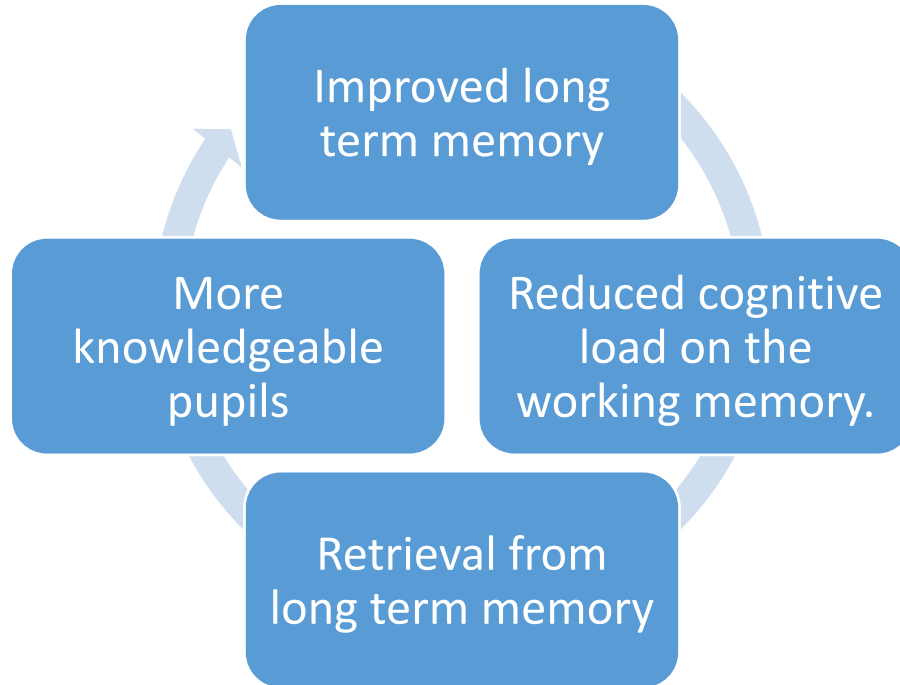
Knowledge connects the information.

Skills alone, are not enough.

E.g. Year 5 children were given the knowledge of life cycles and habitats in Science prior to applying this during a visit to Nell Bank.



Why is the long term memory important?



Curriculum
Design

Cultural
Capital

Curriculum
Breadth

Subject Topics

- The specific aspects of subjects that are studied

Threshold Concepts

- Tie together subject topics into meaningful schema.
- Ensures that the same concepts are explored in a wide breadth of topics.

End Points

- The procedural and semantic knowledge need in order to understand the threshold concepts.
- Progression mapping.

Knowledge Categories

- These are found within each subject and provide pupils with ways to express their knowledge of the threshold concepts.

Vocabulary

- Tier 1.2.3 vocabulary
- Academic language linked to the threshold and knowledge categories

How did we decide the breadth of our curriculum?



The national curriculum in England

Key stages 1 and 2 framework document

September 2013



Curriculum map 2019-2020						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn one						
This is me	Five	Save the world	Romans	Elmer	Tomb Raiders	
Autumn two						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Cross	Journeys	Feed the Force	Romans	Space	Tomb Raiders	
Spring one						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Famous Places, Famous places	Turnels, Islets and Idlers	Walking with Dinosaurs	The Peas	Anglo Saxons and Vikings	A Fight to Survive	
Spring two						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Under the Sea	Walk on the Wild Side	Stone Age	WW2	The Unsinkable Ship	A Fight to Survive	
Summer one						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Wonderland	Walk on the Wild Side	Extreme Earth	EMERGENCY! (SOPHIE)	Heritage Hunters	EMERGENCY!	
Summer two						
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Farm	Secret Gardens	Celebrations	Into the woods	Heritage Hunters	Aspirations	



Cultural Capital



Will this knowledge enrich the pupil?

We believe that cultural capital is more than a new experience; it is about enriching the lives of all of our pupils.

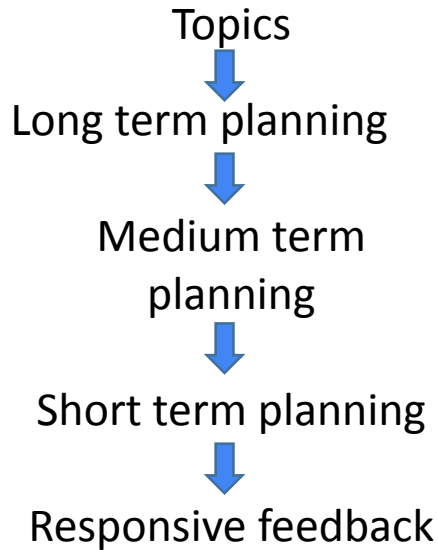
Our curriculum provides pupils with a new perspective and a new way of thinking.

We want to provide our pupils with knowledge they may not have without the influence of Bowling Park.

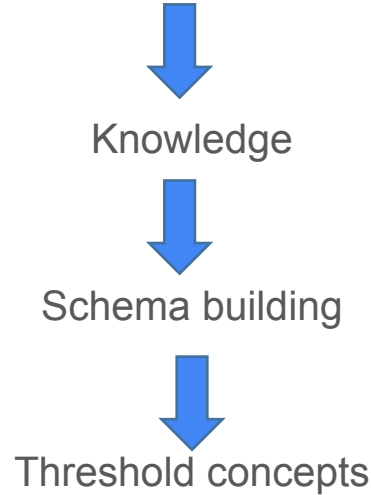
It's about understanding the artefacts and importance in the museum they visit.

If we are able to close the knowledge gap, we will begin to also close the societal gap.

How do we map our curriculum?



Curriculum depth and breadth

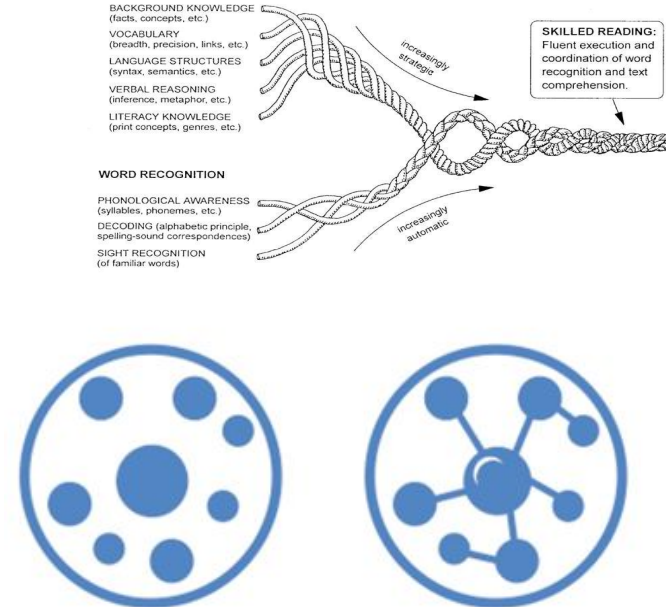


LANGUAGE COMPREHENSION

BACKGROUND KNOWLEDGE
(facts, concepts, etc.)
VOCABULARY
(breadth, precision, links, etc.)
LANGUAGE STRUCTURES
(syntax, semantics, etc.)
VERBAL REASONING
(inference, metaphor, etc.)
LITERACY KNOWLEDGE
(print concepts, genres, etc.)

WORD RECOGNITION

PHONOLOGICAL AWARENESS
(syllables, phonemes, etc.)
DECODING (alphabetic principle,
spelling-sound correspondences)
SIGHT RECOGNITION
(of familiar words)



How do we ensure depth and breadth?

Threshold concepts



Enduring ideas in each subject that all relate to the same ideas.

Always return to the same concepts which develops the schema.

This links to a progression model which enables us to explore concepts over and over again.

The responsive teaching strategy enables teachers to return to prior knowledge, retrieve knowledge and assess knowledge.

Curriculum Implementation





Curriculum map 2021-2022



Autumn one					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
This is me	Explorers	The United Kingdom/Feel the Force	Romans	Time for Change	Rivers (Africa)
Autumn two					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Circus	Fire	Walking with Dinosaurs	Romans	Space	Ancient Egyptians
Spring one					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
A Perfect Planet	Turrets, Tiaras and Talons	Stone Age	Pole to Pole	Heritage Hunters	Lost in the Jungle (South America/Maya)
Spring two					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Under the Sea	Walk on the Wild Side	Greece	WW2	Heritage Hunters	A Fight to Survive (Evolution)
Summer one					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Wonderland	A Greener Bradford	Greece	Islands	Anglo Saxons and Vikings	A Fight to Survive (Industrial Revolution)
Summer two					
Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Farm	Secret Garden	Extreme Earth (mountains and volcanoes)	Into the woods	The Unsinkable Ship	Growing Together (transition)

Our [whole-school curriculum map](#) enables teachers to:

- map progression
- Identify prior and future knowledge